

APPROVED FACILITY SCHOOLS CURRICULUM DOCUMENT

SUBJECT: Mathematics

Grade: 2

Strand/Concept	Student Expectation	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
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TIMELINE: Quarter 1

<p>Strand: Operations and Algebraic Thinking</p> <p>Concept: Add and Subtract within 20.</p>	<p>2.0A.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. I M</p>	<p>I can add and subtract in my head up to 20.</p>	<p>Application</p>	<p>Addends Addition Difference Doubles facts Mental math Subtraction Sum</p>
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Colorado SS:

i-Ready lessons: Addition and Subtraction Fact Families; Relating Addition and Subtraction Facts; Numerical Patterns and Relationships; Review Addition and Subtraction Fact Families

<p>Strand: Operations and Algebraic Thinking</p> <p>Concept: Work with equal groups of objects to gain foundations for multiplication</p>	<p>2.0A.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. I M</p>	<p>I can pair objects to see if they are even or odd.</p> <p>I can write a doubles fact and get an even sum.</p>	<p>Application</p>	<p>Addends Doubles facts Equal groups Even Odd Skip counting</p>
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Colorado SS:

i-Ready lessons: Odd and Even Numbers; Understand Patterns

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<p>Strand: Number and Operations in Base Ten</p> <p>Concept: Understand place value.</p>	<p>2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>a. 100 can be thought of as a bundle of ten tens--called a "hundred."</p> <p>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). I C</p>	<p>I can use base-ten blocks to show how many ones, tens, and hundreds are in a two and three digit number.</p> <p>I can trade ten tens for a hundred.</p> <p>I can use base-ten blocks to show hundreds and recognize there are no tens or ones.</p>	<p>Knowledge Comprehension</p>	<p>Base-ten blocks Digits Hundreds Ones Place value Skip counting Tens</p>

Colorado SS:

i-Ready lessons (1a): Place Value: Hundreds, Tens, and Ones; Place Value to 1,000; Place Value and Writing Numbers in Standard Form

i-Ready lessons (1b): Place Value: Hundreds, Tens, and Ones; Place Value to 1,000

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Strand/Concept	Student Expectation	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Strand: Number and Operations in Base Ten Concept: Understand place value..	2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s. I C	I can skip count by 5's, 10's and 100's to 1000.	Knowledge	Digits Equal to Expanded form Greater than Less than Thousand

Colorado SS:

i-Ready lessons: Counting by 10's; Counting by 5's; Grouping Objects by 2's or 5's to 100; Counting and Ordering to 100; Counting On: 1 to 100

Strand: Number and Operations in Base Ten Concept: Understand place value.	2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. I C	I can read and write numbers to 1000. I can separate a 2 and 3 digit number into hundreds, tens and ones in expanded form.	Knowledge Comprehension	Base-ten Expanded form
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Colorado SS:

i-Ready lessons: Place Value to 1,000; Place Value: Hundreds, Tens, and Ones; Counting and Ordering to 100; Grouping into Tens and Ones; Place Value and Writing Numbers in Standard Form; Number Words 0-120

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<p>Strand: Number and Operations in Base Ten</p> <p>Concept: Understand place value.</p>	<p>2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. I C</p>	<p>I can use the symbols greater than ($>$), less than ($<$), equal to ($=$) to compare 2 and 3 digit numbers</p>	<p>Application</p>	<p>Compare Equal to Greater than Less than</p>

Colorado SS:

i-Ready lessons: Comparing Numbers to 100 Using Symbols; Comparing and Ordering Three-Digit Numbers; Comparing and Ordering Numbers to 1,000; Comparing and Ordering Numbers to 100,000

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RESOURCES AND NOTES FOR QUARTER 1:

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TIMELINE: Quarter 2

<p>Strand: Number and Operations in Base Ten</p> <p>Concept: Use place value understanding and properties of operations to add and subtract.</p>	<p>2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. IM</p>	<p>I can show addition and subtraction within 100 using base-ten blocks.</p>	<p>Knowledge Comprehension Application</p>	<p>Place value Regroup</p>
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Colorado SS:

i-Ready lessons: Subtracting 10 from a Two-Digit Number; Subtracting a One-Digit Number from a Two-Digit Number; Subtracting Two-Digit Numbers and Estimating Differences; Subtracting Two-Digit Numbers; Adding a Two-Digit Number and a One-Digit Number; Adding a Two-Digit Number and a Multiple of 10; Adding Two-Digit Numbers; Mental Addition of Two-Digit and One-Digit Numbers; Two-Digit Sums and Estimation; Two-Digit Sums with Base-Ten Models; Relating Addition and Subtraction Facts

<p>Strand: Number and Operations in Base Ten</p> <p>Concept: Use place value understanding and properties of operations to add and subtract.</p>	<p>2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. I M</p>	<p>I can add and subtract 2 digit numbers with or without regrouping.</p> <p>I can add up to four 2 digit numbers with or without regrouping.</p>	<p>Knowledge Comprehension Application</p>	<p>Regroup</p>
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Colorado SS:

i-Ready lessons: Adding Two-Digit Numbers; Two-Digit Sums with Base-Ten Models; Adding a Two-Digit Number and a Multiple of 10; Two-Digit Sums and Estimation

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Strand/Concept	Student Expectation	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
<p>Strand: Number and Operations in Base Ten</p> <p>Concept: Use place value understanding and properties of operations to add and subtract.</p>	<p>2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. IM</p>	<p>I can show addition and subtraction to 1000 using base-ten blocks and drawings.</p> <p>I can use strategies learned to solve written problems.</p>	<p>Knowledge Comprehension Application</p>	<p>Compose Decompose Regroup Trade</p>

Colorado SS:

i-Ready lessons: Subtracting Three-Digit Numbers; Subtracting to Solve Real-World Problems; Adding Three-Digit Numbers; Add and Subtract Within 1,000; Adding a Two-Digit Number and a Multiple of 10; Adding Two-Digit Numbers; Two-Digit Sums and Estimation; Two-Digit Sums with Base-Ten Models

<p>Strand: Number and Operations in Base Ten</p> <p>Concept: Use place value understanding and properties of operations to add and subtract.</p>	<p>2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. IM</p>	<p>I can add and subtract 10 or 100 from any number in my head.</p>	<p>Knowledge Comprehension Application</p>	
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Colorado SS:

i-Ready lessons: Adding a Two-Digit Number and a Multiple of 10; Subtracting 10 from a Two-Digit Number

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<p>Strand: Number and Operations in Base Ten</p> <p>Concept: Use place value understanding and properties of operations to add and subtract.</p>	<p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. I M</p>	<p>I can explain why I chose a certain strategy to use while adding and subtracting</p>	<p>Application</p>	<p>Equation Number sentence Solve Symbol Unknown</p>
<p>Colorado SS:</p> <p>i-Ready lessons: Adding a two-Digit Number and a One-Digit Number; Adding a Two-Digit Number and a Multiple of 10; Adding Two-Digit Numbers; Subtracting 10 from a Two-Digit Number; Mental Addition of Two-Digit and One-Digit Numbers; Two-Digit Sums and Estimation; Two-Digit sums with Base-Ten Models; Adding Three-Digit Numbers; Subtracting a One-Digit Number from a Two-Digit Number; Subtracting Two-digit Numbers and Estimating Differences; Subtracting Two-Digit Numbers; Subtracting Three-Digit Numbers</p>				
<p>Strand: Operations and Algebraic Thinking</p> <p>Concept: Represent and solve problems involving addition and subtraction.</p>	<p>2.OA.1 Use addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. I M</p>	<p>I can find key words in word problems to decide whether to add or subtract.</p> <p>I can decide where the unknown goes by using key words from the word problem.</p> <p>I can write and solve one and two step equation using an unknown number in any place.</p>	<p>Application Analysis</p>	<p>Comparing Difference How many more In all Putting together Taking apart Taking from Together</p>

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Colorado SS: Apply addition and subtraction concepts to financial decision-making. PFL, Standard 1, Concept 2, Evidence Outcome a, ii

i-Ready lessons: subtraction in Comparison Situations; Subtraction in Separation Situations; Subtraction in Part-Part-Whole Situations; subtracting a One-Digit Number from a Two-Digit Number; Subtracting Two-Digit Numbers and Estimating Differences; Subtracting Two-Digit Numbers; Subtracting 10 from a Two-Digit Number; Adding a Two-Digit Number and a One-Digit Number; Adding a Two-Digit Number and a Multiple of 10; Adding Two-Digit Numbers; Mental Addition of Two-Digit and One-Digit Numbers Two-Digit Sums and Estimation; Two-Digit Sums with Base-Ten Models; Adding Three or More Numbers; Addition Number Sentences; Counting On to Solve Addition Problems; Addition Facts; Addition Facts for 10; Addition Facts: Doubles; Subtraction Concepts: Separation; Subtraction Concepts: Part-Part-Whole; Subtraction Concepts: Comparison; Counting Back to Subtract 1, 2, or 3; Using Length to Represent Subtraction; Addition and Subtraction Fact Families; Adding Three Numbers; Addition Facts: Doubles Plus One or Minus One; Addition Facts: Using Sums of 10; Subtraction Facts: Counting Back; Subtraction Facts: Counting Up; Relating Addition and Subtraction Facts; Numerical Patterns and Relationships; Review Addition and Subtraction Fact Families; Problem Solving and Number Sense

RESOURCES AND NOTES FOR QUARTER 2:

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Grade: 2

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TIMELINE: Quarter 3

<p>Strand: Measurement and Data</p> <p>Concept: Work with time and money.</p>	<p>2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. I M</p>	<p>I can tell and write time from an analog and a digital clock to the nearest 5 minutes using a.m. and p.m.</p>	<p>Knowledge Comprehension Application</p>	<p>A.M. Half hour Hour Minute O'clock P.M.</p>
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<p>Colorado SS:</p> <p>i-Ready lessons: Telling Time to 5 Minutes; Measuring Time; Telling Time to 15 Minutes; Telling Time to the Minute; Solve Problems about Time</p>				
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<p>Strand: Measurement and Data</p> <p>Concept: Work with time and money.</p>	<p>2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? I M</p>	<p>I can solve word problems using dollar bills, quarters, dimes, nickels, and pennies with \$ and ¢ signs.</p>	<p>Knowledge Comprehension Application</p>	<p>Cents ¢ Decimal point Dimes Dollar \$ Half dollar Nickels Pennies Quarters</p>
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<p>Colorado SS:</p> <p>i-Ready lessons: Counting Coin Values; Coin Values; Money Problems: Addition and Subtraction; Money Problems: Addition, Subtraction, Multiplication; Decimal Notation Using Money; Comparing and Ordering Decimal Numbers</p>				
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<p>Strand: Measurement and Data</p> <p>Concept: Measure and estimate lengths in standard units.</p>	<p>2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. I M</p>	<p>I can measure length of objects using rulers, yardsticks, meter sticks, and measuring tapes.</p>	<p>Application</p>	<p>Centimeters Feet Inches Length Measuring tape Meters Meterstick Rulers Yards Yardsticks</p>

Colorado SS:

i-Ready lessons: Measuring Length in Inches with a Ruler; Using a Ruler: Inches; Using a Ruler: Centimeters; Inches, Feet and Yards; Centimeters and Meters

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<p>Strand: Measurement and Data</p> <p>Concept: Measure and estimate lengths in standard units.</p>	<p>2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. (inches are larger than centimeters) I M</p>	<p>I can measure the length of an object using 2 different units of measure and explain the relationship between the units.</p>	<p>Application</p>	<p>Centimeters Feet Inches Length Measuring tape Meters Meterstick Rulers Yards Yardsticks</p>
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Colorado SS:

i-Ready lessons: Using a Ruler: Inches; Length: Using a Benchmark for Inches; Using a Ruler: Centimeters; Length: Using a Benchmark for Centimeters; Understand Measurement with Different Units

<p>Strand: Measurement and Data</p> <p>Concept: Measure and estimate lengths in standard units.</p>	<p>2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters. I M</p>	<p>I can estimate lengths using different units of measure (inches, feet, centimeters, and meters).</p>	<p>Synthesis</p>	<p>Centimeter Feet Inches Meter</p>
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Colorado SS:

i-Ready lessons: Estimating Length

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Strand: Measurement and Data Concept: Measure and estimate lengths in standard units.	2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. I M	I can compare the length of two objects	Comprehension Application	Longer than Shorter than
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Colorado SS: i-Ready lessons: Measuring Length in Inches with a Ruler; Using a Ruler: Inches; Using a Ruler: Centimeters; Compare Lengths				
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Strand: Measurement and Data Concept: Relate addition and subtraction to length.	2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. I M	I can add and subtract lengths of objects using one unit of measure. I can solve word problems involving length using drawings and equations with a symbol for the unknown.	Application	
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Colorado SS: i-Ready lessons: Using a Ruler: Inches				
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<p>Strand: Measurement and Data</p> <p>Concept: Relate addition and subtraction to length.</p>	<p>2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2 ... and represent whole-number sums and differences within 100 on a number line diagram. 1 M</p>	<p>I can create a number line using whole numbers to show the sum and difference of the lengths of the objects measured.</p>	<p>Application</p>	<p>Number line</p>
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<p>Colorado SS:</p>	<p>i-Ready lessons: Adding a Two-Digit Number and a One-Digit Number; Counting Back to Subtract 1, 2, or 3</p>			
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Strand/Concept	Student Expectation	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
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RESOURCES AND NOTES FOR QUARTER 3:

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Strand/Concept	Student Expectation	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
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TIMELINE: Quarter 4

<p>Strand: Measurement and Data</p> <p>Concept: Represent and interpret data</p>	<p>2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.IM</p>	<p>I can measure lengths of several objects to the nearest whole unit and show the measurements on a line plot.</p>	<p>Comprehension Application Analysis</p>	<p>Line plot (number line)</p>
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Colorado SS:

i-Ready lessons: Measuring Length in Inches with a Ruler; Using a Ruler: Inches; Using a Ruler: Centimeters; Line Plots

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Strand/Concept	Student Expectation	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
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<p>Strand: Measurement and Data</p> <p>Concept: Represent and interpret data.</p>	<p>2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. I M</p>	<p>I can draw a pictograph and a bar graph using 4 categories.</p> <p>I can solve simple problems using information from a bar graph.</p>	<p>Comprehension Application Analysis</p>	<p>Bar graph Line plot (number line) Pictograph</p>
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Colorado SS:

i-Ready lessons: Picture Graphs; Scaled Pictographs and Bar Graphs; Picture Graphs and Bar Graphs

<p>Strand: Geometry</p> <p>Concept: Reason with shapes and their attributes.</p>	<p>2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. I M</p>	<p>I can identify & draw shapes with a given number of angles & faces. I can identify cubes, triangles quadrilaterals, pentagons, & hexagons</p>	<p>Knowledge Comprehension Application</p>	<p>Angles Cubes Faces Hexagons Pentagons Quadrilaterals Triangles</p>
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Colorado SS:

i-Ready lessons: Classifying Polygons; Classifying Plane Shapes by Attributes; Attributes of Three-Dimensional Shapes; Quadrilaterals; Classifying Triangles

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Strand: Geometry Concept: Reason with shapes and their attributes.	2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. I M	I can break apart a rectangle into rows & columns of same-size squares & count how many in all.	Knowledge, Comprehension Application	Rectangle Square
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Colorado SS: i-Ready lessons: Concepts of Area in Two-Dimensional Shapes				
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Strand: Geometry Concept: Reason with shapes and their attributes.	2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. I M	I can break apart circles & rectangles into 2, 3, & 4 equal parts. I can use the words halves, thirds, & fourths to describe a section of a circle or rectangle. I can describe a whole as 2 halves, 3 thirds, & 4 fourths.	Analysis Synthesis	Equal parts Fourths Fractions Halves Thirds Whole
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Colorado SS: i-Ready lessons: Fraction of a Set: Halves and Fourths; Concepts of Fractions in Two-Dimensional Shapes; Fraction of a Whole: Halves and Fourths; Fraction of a Whole: Denominators Through 12; Fractions: Part of a Whole in Real-World Problems; Fraction of a Set: Halves, Thirds, Fourths, Eighths				
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<p>Strand: Operations and Algebraic Thinking</p> <p>Concept: Work with equal groups of objects to gain foundations for multiplication.</p>	<p>2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addend. IM</p>	<p>I can create a rectangular array to show multiplication.</p> <p>I can write an equation of equal addends to show a sum.</p>	<p>Application</p>	<p>Addend Arrays Columns Multiplication Rows</p>
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Colorado SS:

i-Ready lessons: Multiplication Concepts: Arrays

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<p>Strand: Numbers and Operations in Base Ten</p> <p>Concept: Understand place value</p>	<p>2.NBT.1 Understand that the 3 digits of a 3-digit number represent amounts of hundreds, tens, and ones: e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>a. 100 can be thought of ten tens-called a “hundred”.</p> <p>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900, refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). M</p>	<p>I can use base-ten blocks to show how many ones, tens, and hundreds are in a two and three digit number</p> <p>I can trade ten tens for a hundred.</p> <p>I can use base-ten blocks to show hundreds and recognize there are no tens and ones.</p>	<p>Knowledge Comprehension</p>	<p>Base-ten blocks Digits Hundreds Ones Place value Tens</p>

Colorado SS:

i-Ready lessons (1a): Place Value: Hundreds, Tens, and Ones; Place Value to 1,000; Place Value and Writing Numbers in Standard Form

i-Ready lessons (1b): Place Value: Hundreds, Tens, and Ones; Place Value to 1,000

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Strand: Numbers and Operations in Base Ten Concept: Understand place value.	2.NBT.2 Count within 1000; skip count by 5's, 10's, and 100's. M	I can skip count by 5's, 10's, and 100's to 1000.	Knowledge	Skip counting
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Colorado SS: i-Ready lessons: Counting by 10's; Counting by 5's; Grouping Objects by 2's or 5's to 100; Counting and Ordering to 100; Counting On: 1 to 100				
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Strand: Numbers and Operations in Base Ten Concept: Understand place value.	2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. M	I can read and write numbers to 1000. I can separate a 2 and 3 digit number into hundreds, tens, and ones in expanded form.	Knowledge Comprehension	Digits Expanded form
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Colorado SS: i-Ready lessons: Place Value to 1,000; Place Value: Hundreds, Tens, and Ones; Counting and Ordering to 100; Grouping into Tens and Ones; Place Value and Writing Numbers in Standard Form; Number Words 0-120				
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<p>Strand: Numbers and Operations in Base Ten</p> <p>Concept: Understand place value.</p>	<p>2.NBT.4 Compare 2 three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $<$, and $=$ symbols to record the results of comparisons. M</p>	<p>I can use the symbols greater than ($>$), less than ($<$), and equal to ($=$) to compare 2 and 3 digit numbers</p>	<p>Knowledge Comprehension Application</p>	<p>Equal to Greater than Less than Thousand</p>
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<p>Colorado SS:</p> <p>i-Ready lessons: Comparing Numbers to 100 Using Symbols; Comparing and Ordering Three-Digit Numbers; Comparing and Ordering Numbers to 1,000; Comparing and Ordering Numbers to 100,000</p>
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Grade: 2

Strand/Concept	Student Expectation	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
<p>Strand: Numbers and Operations in Base Ten Concept: Use place value understanding and properties of operations to add and subtract.</p>	<p>2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. C M</p>	<p>I can set-up 3 digit addition and subtraction problems to solve.</p>	<p>Knowledge Comprehension</p>	<p>Compose Decompose Regroup trade</p>

Colorado SS:

i-Ready lessons: Subtracting Three-Digit Numbers; Subtracting to Solve Real-World Problems; Adding Three-Digit Numbers; Add and Subtract Within 1,000; Adding a Two-Digit Number and a Multiple of 10; Adding Two-Digit Numbers; Two-Digit Sums and Estimation; Two-Digit Sums with Base-Ten Models

APPROVED FACILITY SCHOOLS CURRICULUM DOCUMENT

SUBJECT: Mathematics

Grade: 2

Strand/Concept	Student Expectation	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
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RESOURCES AND NOTES FOR QUARTER 4: